



GCSAYN EDUCATION EXCHANGE PROGRAM (CEEP)

Prepared by;
GCSAYN Secretariat and Centres of Excellence

BACKGROUND

CSAYN Education Exchange Program(CEEP) initiated by Climate Smart Agriculture Youth Network Global(GCSAYN) aims at enabling the youth of all backgrounds to acquire relevant knowledge and skills in climate smart practices, with a focus in agriculture and environment. This is achievable through partnerships among educational institutions globally, for a practical oriented exchange programme. It is noted that for successful climate smart agriculture, knowledge and skills in climate smart practices are essential components, thus a link with education, where students and teachers are at the core. CEEP covers primary schools, secondary schools, and institutions of higher learning. Education is a fundamental human right as well as a civic responsibility that fosters the economic growth of any nation. In this regard, CEEP is a unique intervention because the entire educational value chain is fully involved, to ensure that no one is left behind in the implementation framework. Thus, enhancing the achievement of climate smart productive systems and Sustainable Development Goals 1, 2, 3 and 4 on poverty reduction, zero hunger, good health and wellbeing and provision of quality education respectively. Most importantly, CEEP shall contribute to addressing the student: teacher ratio gap in some regions. The scaling up of the teacher and student mobility through the exchange programme will promote equity and access to information on climate smart practices.



ABOUT GCSAYN

The Climate Smart Agriculture Youth Network Global (GCSAYN) is a global network of volunteers across the African continent and beyond, specifically Africa, Europe, and the USA. These volunteers are linked across the world via an online platform to share practical experiences, innovations, research findings and general information towards building interest and focus on Climate-Smart Practices, more so in Agriculture and the environment. It is within this background that GCSAYN has built its objectives. In this connection GCSAYN endeavors to create awareness, sensitize and build the productive capacity of youths and People With Disabilities (PWD) on Climate Smart Agriculture concepts, promote adaptation, reduce emissions (mitigation), and increase food production in a sustainable manner. GCSAYN works closely with stakeholders, development partners, civil society organizations and the private sector with an aim of achieving the Agenda 2030 for Sustainable Development (SDGs). GCSAYN has Centres of Excellence in Africa, Europe, Asia, Latin America and USA.

VISION

Our vision is to bring transformation to global agricultural economies by producing youths with relevant practical knowledge and skills in climate smart practices, more so in agriculture and environment, irrespective of entry abilities, through a global partnership for an institutional exchange programme.

MISSION

Our mission is to foster the growth of the agricultural economy by creating awareness and sensitivity globally among youths of all backgrounds in schools, colleges and universities on climate change, and the need for climate smart practices, through an exchange programme that brings together institutions to learn from each other.

OVERALL OBJECTIVES

The overall objective of CEEP is to provide relevant knowledge and skills in climate smart practices, with a focus in agriculture and environment, through an exchange programme that brings together institutions to learn from each other and bring transformation to their communities.

SPECIFIC OBJECTIVES

1

To build capacity for teachers in climate smart practices

2

To train youths in schools and higher institutions of learning on climate smart practices in agriculture and the environment

3

To empower students to act as CEEP ambassadors for the progression of climate smart practices in their communities

EXPECTED OUTCOMES

After participating in the CEEP program, the expected outcomes are:

- Graduates that are more aware about climate smart practices and climate change
- Cleaner environment
- Improved agricultural economies through climate smart agricultural practices
- More sensitization of communities through CEEP ambassadors.



PROGRAM PROVIDERS

The program providers are schools, colleges and institutions of higher learning in the GCSAYN member countries. The program providers will follow the CEEP programme materials according to their areas of expertise in agriculture, environment and climate change. The basic and high school levels will have Climate Smart Agriculture Fun clubs as the main form of training until they get to higher educational institutions.

TARGET PARTICIPANTS

The target population of the CEEP programme are students and teachers in primary schools, secondary schools, colleges, and universities within the GCSAYN network.



APPROACH

The CEEP Secretariat will be running programmes alongside the destination institutions. The program will be running distinctively in the various levels of education but on related programmes. The University/College Level, the Secondary/High School Level and the Basic Level. Curricula will be different for each program and are subject to updates with emerging best practices as climate smart agricultural practices evolve.

- **Universities/Colleges Model**

The University or College module will be Student and lecture exchange between institutions of different countries or same regions with similarities in agroecological zones to foster cross cultural networking and knowledge exchanges on best practices. Credit allocation will be decided per the preferences of the home university and destination university in accordance with their various credit allotting systems. More of the courses will be practical so students can learn hands-on best practices from the farmers and the various actors along the agricultural value chain for easy replication or improvisation in home regions.

- **High School/Secondary School level**

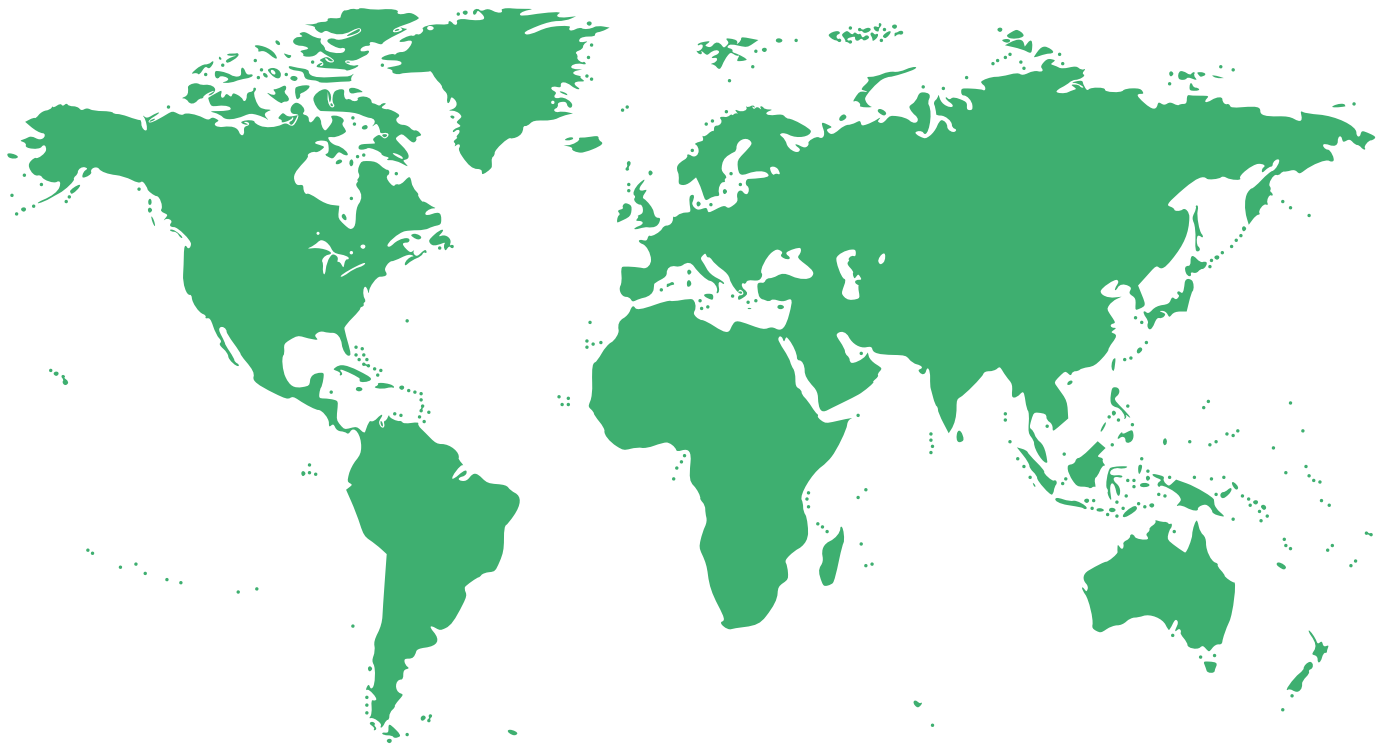
The program in this level, will focus on students and teachers exchange. This exchange will be facilitated between institutions within the same countries and same agroecological regions. This is to avoid long distance travels and the accompanying complications of international travels on the students, institutions, and parents. Likewise, this model will give credence to the exchange institutions to decide on credit allocation. A maximum of the period allotted for the program will be practical as well.

- **Basic/Primary School Level**

This level will focus on teacher exchange rather than students as these pupils are young for far travels. Teachers will be more mobile to teach and provide equitable services to schools within the same country or between schools located in similar ecotypes in different countries. This is to bridge the teacher-student ratio gabs in the sub-region and among our member countries.

PRIORITY COUNTRIES

The first phase of the project will be among current member schools and higher institutions of learning who will agree to sign up to the programme. It will be piloted for the first six months or year with one exchange per level so the secretariat gains the requisite feedback and make changes should need be. The secretariat will then scale up as more interest in participation and funding builds up in subsequent years.



FUNDING

GCSAYN is run by volunteers who sacrifice their time and resources to ensure that there is positive change in society on matters relating to climate, climate smart agriculture and the environment. To facilitate the CEEP programme, the secretariat will collaborate with our esteem partners in providing funding support for our trainees. Also, the Secretariat will liaise with home and destination institutions on terms of tuition fees. This will be a win-win for these institutions because these exchanges will be mutual. However, this clause may change depending on institutional policies. The Programme invites partners and donors to support this course

LANGUAGE BARRIER

GCSAYN shall develop the training materials. These materials will be produced in different languages. The exchange programme will take into consideration the language spoken in each region to allocate trainees appropriately and avoid the language barriers.



ACTIVITIES AND TIMELINES

The Table 1 below gives activities that will follow, the timelines and the responsible unit:

Table 1: Activities, timelines and responsible units

Activities	Timelines	Responsible Units
1. Concept Development	August 2022	<ul style="list-style-type: none"> CEEP Secretariat and Centres of Excellence
2. Preliminary Meeting between CEEP Secretariat, Basic and Secondary schools, Colleges and Universities- stakeholder engagement	August-September 2022	<ul style="list-style-type: none"> CEEP Secretariat
3. Curriculum development	September - October 2022	<ul style="list-style-type: none"> CEEP Secretariat and Centers of Excellence
4. Meeting on curriculum alignment	September- October- 2022	<ul style="list-style-type: none"> CEEP Secretariat, Universities and Colleges CEEP Secretariat and schools
5. Online/Face to Face training for member institution on the curriculum, principles and technicalities in implementation	November 2022	<ul style="list-style-type: none"> CEEP Secretariat.
6. Development of Programme Guidelines	October-November 2022	<ul style="list-style-type: none"> CEEP Secretariat and Centres of Excellence
7. Language translation	November-December 2022	<ul style="list-style-type: none"> CEEP Secretariat.
8. Meeting between CEEP Secretariat, Basic and Secondary schools, Colleges, and Universities- for dissemination of information	December 2022	<ul style="list-style-type: none"> CEEP Secretariat
9. Programme implementation	January 2023	<ul style="list-style-type: none"> GCSAYN member schools and institutions of higher learning
10. Evaluation		All Parties



FOR INQUIRES



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